

## Asbury Theological Seminary ePLACE: preserving, learning, and creative exchange

---

Syllabi

eCommons

---

1-1-2005

# CO 650 Play Therapy: Theory, Techniques and Theology

Reo N. Leslie

Follow this and additional works at: <http://place.asburyseminary.edu/syllabi>

---

### Recommended Citation

Leslie, Reo N., "CO 650 Play Therapy: Theory, Techniques and Theology" (2005). *Syllabi*. Book 2771.  
<http://place.asburyseminary.edu/syllabi/2771>

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact [thad.horner@asburyseminary.edu](mailto:thad.horner@asburyseminary.edu).

## ASBURY THEOLOGICAL SEMINARY

### PLAY THERAPY: THEORY, TECHNIQUES AND THEOLOGY COURSE SYLLABUS

**INSTRUCTOR: Reo N. Leslie, Jr., D. Min., Ph.D. (Cand.)**

- I. Course Hours: 3 Semester Hours/40 contact hours
- II. Course Meeting Time: 8:00 A.M. – Noon, July 5 – July 16, 2004
- III. Required Readings/Textbooks (approximately 1700 pages of reading):
  - a. Play Therapy: Virginia M. Axline (1947/1969), New York, Ballantine Books, ISBN 0-345-30335-0
  - b. The Healing Power of Play: Working with Abused Children: Eliana Gil (1991), New York, Guilford Press
  - c. The Play Therapy Primer: Kevin O'Connor (2000), New York, ISBN-0-471-24873-8
  - d. 101 More Favorite Play Therapy Techniques: Heidi G. Kaduson and Charles Schaefer (ed.) (2001)
  - e. "A Theology of Play Therapy:" Reo N. Leslie, Jr. (unpublished paper)
  - f. Play Therapy with Children in Crisis: Individual, Group, and Family Treatment(2<sup>nd</sup> Ed.) Nancy Boyd Webb (ed.) (1999), New York, Guilford, ISBN 1-57230-485-5
- IV. Course Description: This graduate-level course reviews the history, theories, techniques and methods of play therapy and its clinical application to treat children, adolescents, adults and families. Special emphasis is placed on understanding play therapy from historical, theoretical, clinical, theological, spiritual, religious, systemic and relational perspectives during the two-week course. Instruction will include exercises, role playing, videos, and instructor lectures. Students will utilize their verbal, clinical, testing, and writing skills during this course.
- V. Course Objectives:
  - A. Understand the historical, theoretical and clinical development of play therapy.
  - B. Develop clinical skills for students to practice play therapy, filial therapy, and family play therapy.
  - C. Understand the legal, ethical, and clinical issues inherent in play therapy with children and their families.
  - D. Compare and contrast the different play therapy theories, techniques, and methods.
  - E. Examine play therapy from theological, professional, systemic, religious,

spiritual and clinical perspectives.

- F. Help the student integrate her/his own theology with the clinical practice of play therapy.

VI. Course Assignments:

- A. Class attendance and class participation (25% of grade).
- B. Pass the midterm exam (25% of grade).
- C. Complete a 12-15 page, double-spaced paper on a historical, religious, theoretical, theological, systemic or clinical issue in play therapy. The paper subject will be approved by the instructor on the fifth day of class (25% of grade).
- D. Pass the final exam (25% of grade).

VII. Class Schedule:

- A. July 6, 2005 – Class #1: The Historical Development of Play Therapy And Play Therapist Credentials  
Reading Assignment: Gil, pp. 1-196.
- B. July 7, 2005 – Class #2: The Theology of Play Therapy and Clinical, Ethical, and Legal Issues in Play Therapy  
Reading Assignment: Leslie paper; selected Bible verses, Webb, pp. 3-199; and O'Connor, pp. 332- 350.
- C. July 8, 2004 – Class #3: Play Therapy Techniques and Methods I  
Reading Assignment: Kaduson and Schaefer (2001), pp. 1-274.
- D. July 11, 2004 – Class #4: Play Therapy Techniques and Methods II  
Reading Assignment: Kaduson and Schaefer (2001), pp. 275-457.
- E. July 12, 2004 – Class #5: Child-centered Play Therapy and Relationship Play Therapy(paper topic decided)  
Reading Assignment: Axline, pp. 3-135
- F. July 13, 2004 – Class #6: Developmental Play Therapy and Cognitive-Behavioral Play Therapy  
Reading Assignment: Webb, pp. 203-491.
- G. July 14, 2004 – Class #7: Jungian Play Therapy  
Reading Assignment: O'Connor, pp. 3- 331
- H. July 15, 2004 – Class #8: Ecosystemic Play Therapy  
Reading Assignment: O'Connor, pp. 351-434. and Final Exam

## VIII. Asbury Theological Seminary Grading and Evaluation Policy

### A. Grading and Evaluation

The unit of credit is a semester hour, which is defined as one hour of classroom work per week for one semester or its equivalent. The 4.00 point system is used to compute grade-point standing: the grading system is:

A	4.00	Exceptional work; outstanding or surpassing achievement of course objectives
A-	3.70	
B+	3.30	
B	3.00	Good work; substantial achievement of course objectives
B-	2.70	
C+	2.30	
C	2.00	Acceptable work; essential achievement of course objectives
C-	1.70	
D+	1.30	
D	1.00	Marginal work; minimal or inadequate achievement of course objectives
D-	0.70	
F	0.00	Unacceptable work; failure of course objectives
CR		Credit; assumes work of "C" or better
NC		No Credit; marginal work; will not receive credit
PC		Provisional Credit (for S. Min. upon completion of growth contract)
AUD		Audit

INC                      Incomplete

WD                      Withdraw

B.      Incomplete Work

The official end of each term is 4:00 p.m. on the last day of the examination schedule. This hour is the deadline for handing in all course work. Each instructor may set an earlier deadline for submission of any or all course work. The student must petition the faculty person involved and the student's advisor for permission to receive an "I" at the end of a semester.

A grade of "I" denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as "F."

Incomplete grades shall be removed one calendar month prior to the close of the following semester unless an earlier date is designated by the Office of the Chief Academic Officer on the individual petition. If the work is not completed by the time designated, the "I" shall be changed to an "F" unless a passing grade can be given based on work already completed or unless special permission is granted by the Chief Academic Officer.

Professors are required to give either a grade or an "I," if approved to each student registered for credit in a course.